Using AI for Good

Messages for students about Generative AI from teaching and support staff

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Use AI critically, ethically, and effectively

Develop AI literacy now, you'll need it in the workplace.

AI's job is to 'sound like an authoritative person'.

It acts as sophisticated predictive text.

Critical thinking, part 1

Clarity
- What examples can you find?

Accuracy
- Is it true and complete?

Precision
- Is it specific enough?

Relevance
- How relevant is it? How closely does it express your ideas?

Based on Elder, Linda et al. (2008) *The Thinker's Guide to Intellectual Standards: The Words That Name Them and the Criteria That Define Them*. Foundation for Critical Thinking Press, *https://www.criticalthinking.org/store/get_file.php?inventories_id=338&inventories_files_id=407*. Accessed 6 Nov. 2023., p. 12

Critical thinking, part 2

Depth
- How well does it explore the complexities?

Breadth
- How well does it contextualise the issue?

Logic
- Do conclusions follow from the evidence?

Significance
- Which elements are most important? Why?

Fairness
- Is it biased? Does it represent all viewpoints?

Top Ten Tips for using AI for good

1. Use it to learn better, not replace learning

2. Evaluate for accuracy, bias, completeness, 'plausible untruths', overly-general output

3. Consider if it's saving or costing you time

4. Avoid putting personal details into any AI platform

5. Avoid plagiarism, ask your department what is allowed and how to acknowledge it

Avoid plagiarism
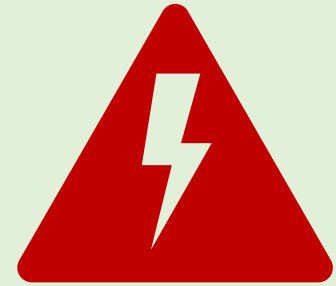
"Presenting work generated by AI as if it were your own" is a form of unacceptable academic practice.

- **Referencing and Plagiarism Awareness Library guide**

Top Ten Tips, continued

6. Build on the output to make it better

7. Read multiple sources, authoritative texts written by humans

8. Use it to provide entry into reading difficult sources, not as a replacement for reading

9. Use it to generate ideas for assignments

10. Use it to improve on language and structure in your writing
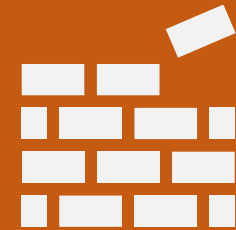
Put learning first

Understand the reasons behind assessments.

Why would this help you learn?

Improve on the output.

Is this the best answer?

Are the facts accurate?

What is left out?

Does it need more detail?

Other ethical issues?

Don't rely on AI.

Evaluate sources to find authoritative texts.

Synthesise what you learn from multiple sources.

A word about assistive technology

- Software recommended by student support or lecturers

- Assist with additional needs (e.g. dyslexia, visual impairment) or EAL (English as an Additional Language)

- Examples: Grammarly, WordTune, translators, screenreaders, note-taking apps

- Know the difference: Grammarly or GrammarlyGo

- Transparency! When in doubt, check with lecturer

Image Source: WHO 'Assistive Technology' (2023)

AI tools can be great …

… if you use them to learn better, not
as a replacement for learning
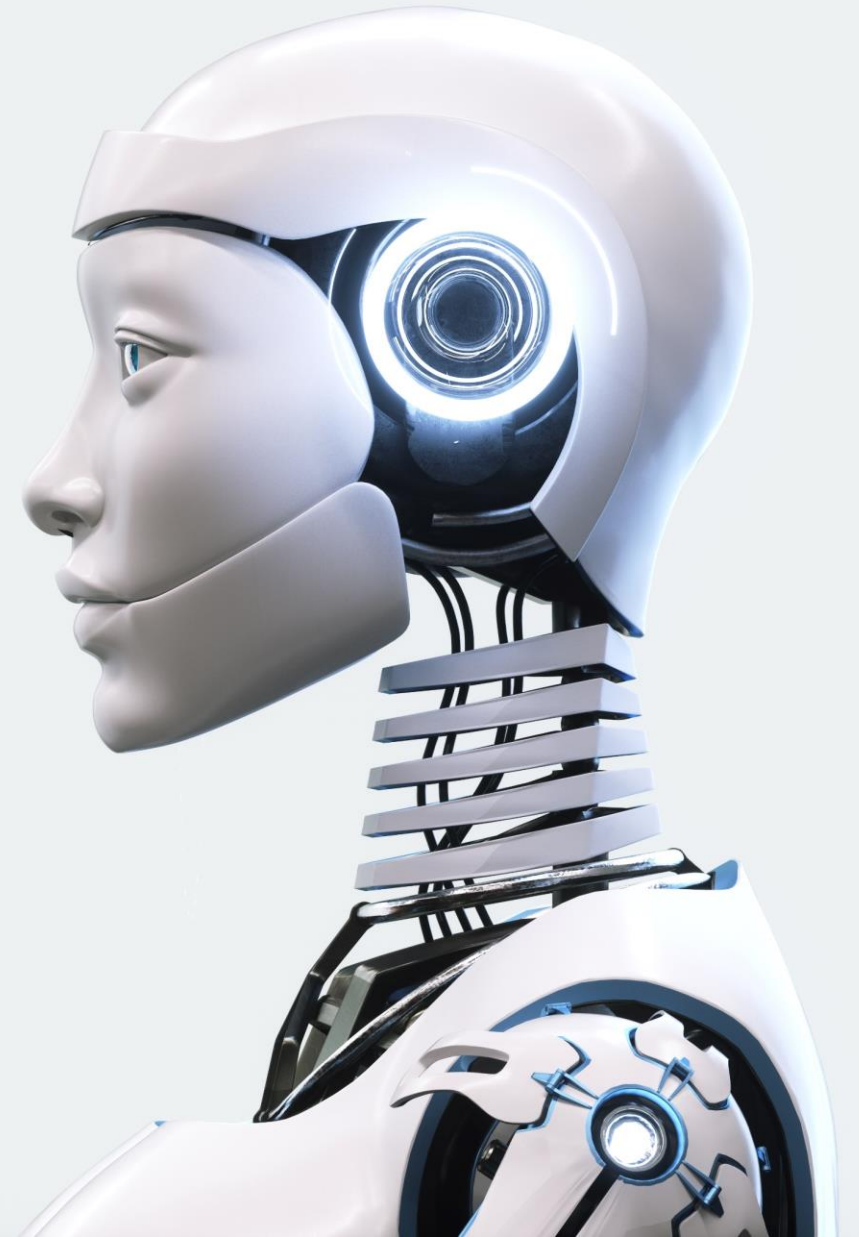
Further help

- Aberystwyth University LibGuides:
  - [What is AI? - Utilising AI in the Library: A Student's Guide](#)
  - [Referencing and Plagiarism Awareness](#)

- Subject Librarians: librarians@aber.ac.uk

- Free MOOC on FutureLearn (from Kings College London): [Generative AI in Higher Education](#)

- [*The Thinker's Guide to Intellectual Standards*](#), Foundation for Critical Thinking